

Thinking Healthy Programme Competencies

1. MOOD & ACTIVITY MONITORING

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Fills out activity monitoring sheet for client <input type="checkbox"/> Only uses client's negative feelings and behaviours in the chart	<input type="checkbox"/> Explains mood and activity monitoring chart <input type="checkbox"/> Practices with client in session and assigns home practice <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Elicits feedback and ensures client understands (e.g., asks client to give example of how it works) <input type="checkbox"/> Discusses possible barriers and facilitators <input type="checkbox"/> Schedules next session for review	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

2. PSYCHOEDUCATION ABOUT THOUGHTS, FEELINGS, & BEHAVIOURS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Agrees with client's negative thoughts <input type="checkbox"/> Blames client for thoughts (e.g., "yes, you are messing everything up")	<input type="checkbox"/> Explains how negative thoughts might influence feelings <input type="checkbox"/> Explains how negative thoughts might influence behaviours <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Gives clear example or scenario of connections <input type="checkbox"/> Asks client if they understand concept and if they find it helpful	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

3. LINKING THOUGHTS, FEELINGS & BEHAVIOURS: CONNECTING THOUGHTS & FEELINGS WITH PERSONAL EXPERIENCE

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Blames the client for having 'bad feelings' <input type="checkbox"/> Blames client for having 'bad/negative behaviours'	<input type="checkbox"/> Elicits personal experience from client <input type="checkbox"/> Facilitates client to connect thoughts and feelings <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Uses multiple thought-feeling-behaviour connections (helpful and unhelpful) <input type="checkbox"/> Uses multiple thought-feeling-behaviour connections (daily and extreme situations)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

4. LINKING THOUGHTS, FEELINGS & BEHAVIOURS: CONNECTING FEELINGS WITH BEHAVIOURS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Blames the client for having 'bad feelings' <input type="checkbox"/> Blames client for having 'bad/negative behaviours'	<input type="checkbox"/> Facilitates client to connect feelings with negative behaviours <input type="checkbox"/> Facilitates client to identify positive and negative feelings to behaviours <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Uses an appropriate tool to draw out, visualize or other form of documentation	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

5. IDENTIFYING MORE DIFFICULT & UNHELPFUL THOUGHTS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Reinforces more difficult, unhelpful thoughts and feelings (e.g., 'it sounds like it was your fault, why didn't you stay to help? 'If you didn't talk back, you wouldn't get beaten', 'If you don't get this job, your family will see you as a failure)	<input type="checkbox"/> Identifies more difficult, unhelpful thoughts <input type="checkbox"/> Discusses ways to change the thoughts (e.g., giving examples of other people who might be responsible or asking what the client might tell a friend) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Uses specific techniques (e.g., responsibility cake, role-play) to identify and review links <input type="checkbox"/> Reviews options/ways to create an alternative thought <input type="checkbox"/> Asks client to practice this daily	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

6. DEVELOPING NEW THOUGHTS, FEELING, BEHAVIOURS & ASSOCIATIONS: CREATING ALTERNATIVE THOUGHTS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Reinforces unhelpful thoughts/feelings <input type="checkbox"/> Tells client what new thoughts to have <input type="checkbox"/> Does not offer /listen to client input	<input type="checkbox"/> Suggests other thoughts that may be more helpful to previous unhelpful, thought, feeling, behaviour links <input type="checkbox"/> Compares new links with those from the previous session <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Checks-in on feelings <input type="checkbox"/> Praises client	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

7. DEVELOPING NEW THOUGHTS, FEELING, BEHAVIOURS & ASSOCIATIONS: DIFFERENCES BETWEEN NEW & PREVIOUS THOUGHTS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Reinforces unhelpful thoughts/feelings <input type="checkbox"/> Tells client what new thoughts to have <input type="checkbox"/> Does not offer /listen to client input	<input type="checkbox"/> Works to visualize new thoughts (e.g., through discussion or visual tool) <input type="checkbox"/> Clarifies differences between previous unhelpful links and new, more helpful links <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Reinforces use of replacing thoughts daily <input type="checkbox"/> Praises client	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

8. USING THOUGHT RECORDS WITH IN-SESSION PRACTICE

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Criticises or blames client for not understanding technique <input type="checkbox"/> Threatens client to use thought records (e.g., 'If you don't do this, I will tell your family what you said.')	<input type="checkbox"/> Explains use of tracking thoughts at home through a technique <input type="checkbox"/> Assigns practice homework <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Practices technique with client in-session <input type="checkbox"/> Checks-with client s/he is comfortable with technique and at-home practice <input type="checkbox"/> Considers possible situations that will arise that week to support tracking thoughts	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

9. REVIEWING THOUGHT RECORDS/HOMEWORK

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Blames client for challenges (e.g., 'You're not working hard enough, you should have at least been able to do this once.')	<input type="checkbox"/> Reviews tracking thoughts at-home practice with client <input type="checkbox"/> Discusses difficulties with practice <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills (Level 3)</i> <input type="checkbox"/> Praises client for practice <input type="checkbox"/> Normalises difficulties discussed with client <input type="checkbox"/> Identifies ways to improve use of tracking thoughts (e.g., client-focused solutions to challenges)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
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10. USING A ROLE-PLAY TO BUILD COMMUNICATION SKILLS & IMPROVE RELATIONSHIPS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to role-play a distressful or traumatic experience <input type="checkbox"/> Humiliates client (e.g., forcing conversation with a sexual perpetrator/abuser)	<input type="checkbox"/> Explains to client how to do the role-play <input type="checkbox"/> Supports the client to act out both sides of conversation in role-play <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Discusses perspectives of both sides of the conversation with client <input type="checkbox"/> Explains reasoning behind client acting both roles (e.g., this will help you to see both sides of the interaction)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
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11. STRESS MANAGEMENT: INTRODUCING A NEW STRATEGY (THEN PRACTICE & REPEAT)

Check all behaviours demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces client to practice breathing strategy <input type="checkbox"/> Criticises client on performance ('That's all wrong, 'you need to do this way') <input type="checkbox"/> Rushes through practice or uses a loud or harsh voice <input type="checkbox"/> Gives nonspecific unhelpful suggestions (e.g., try breathing better)	<input type="checkbox"/> Introduces new technique (e.g., breathing) to willing client <input type="checkbox"/> Guides client through practice, checking-in along the way <input type="checkbox"/> Uses appropriate hand placement and gestures for demonstration <input type="checkbox"/> Appropriately paces instruction and breathing steps (e.g., paces count of 1,2,3,4) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all basic skills</i> <input type="checkbox"/> Ensures client doesn't feel need for perfection (e.g., this takes practice, you'll know what is comfortable for you) <input type="checkbox"/> Praises client for practicing and normalises any struggles <input type="checkbox"/> Adapts strategy as needed to ensure client's comfort <input type="checkbox"/> Uses metaphors (e.g., balloon metaphor) or helps client prepare body (shake your body out)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

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